

Einstein Never Used Flashcards: How Our Children Really Learn

Presentation on March 31, 2006

Question: How has NCLB (No Child Left Behind) affected your teaching?

"Test-test-test, I am so sick of the pressures it has become on/for classroom teachers!! Districts/teachers now teach to the tests-how sterile! Someone needs to tell the government to listen to all the negatives of NCLB-what it has done to the children/faculty in our country."

-Peggy Green, West Salem

"Really-not at all. But the administration uses it when they tell us there's no money available. It amazes me that with the grants and special programming for 4K, the money never goes to the 4K programs. The whole financial issue bothers me. It's used to the community to justify not being able to offer certain things and yet that was what the school board and principal used to get the 4K program into existence to begin with. 'No money to buy needed table.' When certain parents ask pointed questions, all of a sudden-'We know how important it is and we will find the money for you.' Is there really any accountability when it comes to specific programs?"

-Patti Vlasak, Royall

"I'm in Head Start so the National Reporting System has had an impact. I also use Creative Curriculum so I follow more of its guidelines than No Child."

-Michelle Wurzer, Thorp

"I feel that NCLB has squelched my creativity to "play" with my students-due to required assessments and collection of data. Also NCLB has affected how we are writing IEP's for students and we are losing the 'individualized' component in Special Education."

-Jennifer Zachek, AASD

"(I am) teaching more alphabet, colors, concepts-feeling pressured! I think first grade has gone down to 5K and 5K has gone down to 4K. Is there going to be 3K next? I think teachers feel real pressured and are teaching to the test-nothing is natural anymore, and that is why play went out the window."

"How do we accurately measure progress for young children without being prescriptive about programming and use of a specific curriculum? There is too much emphasis on displaying standards. There is no process information. How students approach a problem is more important than getting the right answer. Education is about the "total child". Standards "piece-meal" a child into discrete parts. There is not an emphasis on the inter-relatedness of the different standards for a child."

-Patricia Caso, PhD, UW-Stevens Point

"It hasn't affected my teaching but I have observed my 4-year-old grandson's interaction with his 4K program. They push a lot of drill memory activities at home. He hates to do it. His mother feels bad because he is behind the other kids in his

class in this activity. Then she feels she needs to pressure him, which makes him refuse more and the cycle is rolling! Instead of it being fun, he now feels negative about school.”

-Mary Matthys, WITC

“Because I work at a technical college the legislation has not affected me directly; however the concept has permeated higher education. CART or “Citizens Against Raising Taxes”, is a group or concept active in our technical college region. Because Wisconsin funds tech college education through property taxes, in part, the tech college system has become a target. The economics of education and assessment/accountability are issues for us all. It is difficult for teacher and institution to resist when so much economic power is at play. More needs to be done to impact political and economic power.”

-WITC

“More emphasis on formal testing and less flexibility in programming”

“I am not a teacher...I am a Birth to 3 coordinator. I have not felt the NCLB.”

-Jan Haines, Marquette County DHS

“The new law has put incredible pressure on teachers and administration. I work as a multi-categorical PST so I see the biggest pressure related to WKCE scores. The media is constantly publishing scores only-don't portray the difference between outcomes and problem solving abilities. R + I will also greatly affect programming decisions. Teachers are constantly worrying about the “gray-area kids”. NCLB means no child. What about the child that has met the standards, has met the goals. What are we doing to ensure they continue to grow? Many districts are worried about the “proficient/advanced” kids. All money time and staff resources are being poured into the basic, minimal kids.”

“Resources and time are being spent on testing that does not have valid/useful results-National Reporting System-NRS.”

-Tasha Serum, Head Start

“The standards are higher for kindergarten kids therefore it is more difficult to get my students (Early Childhood, SPED) into the kindergarten classroom. The kindergarten teachers are not so accepting due to the demands on them.”

-Jill Kitzmiller, Walworth County

“I teach special needs 3-5 year olds. When there children approach school age, we discuss kindergarten options. Due to NCLB, the kindergarten teachers are pushed to expect their students to accomplish goals they are not developmentally ready to do. We have five-year-old boys expected to correctly form letters of the alphabet. This is developmentally inappropriate. It makes me want to discourage parents from sending their children, who already have limitations, into a situation where they will most likely not be considered successful.”

-Julie Forseth, Lakeland School, Walworth County CDEB

“It does not allow me to be as flexible in my teaching or allow me to “key into” the specific needs of kids. Kids all develop differently and learn different so why do we

have to teach kids to know specific things at specific ages/grades. I teach EC/Special Ed and 4K. They need to be kids and play. They should not have to be getting prepared for the tests they will have later on. Let them lead us in their education not us leading them and trying to have them all be the same and at the same level. Kids are different, will learn different. Without the differences in learning abilities kids would be boring. Let them be creative and lead."

-Rebekah Dorwaldt, Spencer

"I feel like I am forced to teach in a more restricted manner-by the book. I can't be as creative in my teaching."

-Kurstin Kolodziej, Abbotsford, Marathon County SPED

"Outcome studies are beginning to trickle down to Birth to Three and soon will begin the process DPI has been involved with. I hope in doing so we don't lose the function outcomes that have traditionally been the heart and soul of Birth to Three."

-Ginny Schultz, Langlade County Birth to Three

"I am a Head Start Coordinator within our program. The national Reporting System (NRS) testing does not seem appropriate for the children. I do believe in Program Accountability, however. Teachers are expected to complete so much paperwork. We have forgotten the importance of play and building social skills and the idea that children progress at different paces. I think Head Start is a wonderful program with sound Early Childhood practices. I have seen changes in the amount of child-initiated activities and play with pressure to prepare children for kindergarten."

-Barbara Biller, LCO Head Start

"I see more flashcards in the classroom, including 3-year-old classrooms!"

"Too much time on paperwork that takes away from teaching/prep time and things that do benefit kids."

"Educators, the community, parents, etc...are forgetting that progress is not measured by a 'rating' but by growth. The mandates and expectations are filtering down, not up! Gaps are getting larger."

-Kim, Kenosha

"As an ECSE teacher not as much as colleagues in K or Head Start. I do feel pressure in my accountability in paperwork that takes time away from my classroom prep time, ability to do home visits, etc. I need to send progress reports/IEP reviews 8 times a year which is time consuming. I try and do a portfolio on each student to track progress. It includes anecdotal records, work samples, pictures (digital camera) and rubrics I designed. I'm finding I have less time to do these and do them well. I also feel the trickle down in the IEPs I write. I always feel I need to explain the ridiculous statement about assessing the 10 core academics areas-art, foreign language, science, English, math, language arts, civics/government, economics-I can't even remember them all! These are 3-year-olds!"

-Sue Schuelke, Tomah

"Pressure from administration and parents for more academic achievement is formal, non-developmentally ways in kindergarten. Each child develops in different

ways and at different paces and there canned, structured programs are not sensitive to the needs of the young child. Kindergarten needs to be viewed as an early childhood program and hooked to the early childhood standards. Right now I see a push for first grade standards-slightly watered down-now entering kindergarten. Also assessment practices that do not measure whole child performance. The assessments are not user friendly. Children are stressed out. Parent expectations that they read and write like small adults. Kids are more fearful to do what I call kid writing. They are afraid of making a mistake.”

-Laura Holley, Onalaska

“NCLB has made me teach inappropriate academic lessons so that my students are “prepared” for first grade. Instead of using the Early Learning standards we are forced to use the state elementary standards. Kindergarten children are being pushed and not allowed to develop according to their own pace. Class size is increasing. Testing is coming to kindergarten. Accountability means testing at my school. I spend more time doing formal standardized assessment instead of being able to watch children play and interact with peers.”

-Shirley Galstad-Roh, Onalaska

“I work with 0-3. Children are expected to pass a standardized test in our Head Start. I have not felt pressure or made changes in my service coordination.”

-Nancy DeWitt, Headwaters, Inc, 0-3 program, Rhinelander

“I am an administrator of a pre-school. My observations are that NCLB is unrealistic. If I forced teachers to comply it would cause undo burn-out and feelings of failure for the teacher. If NCLB is going to work there need to be funds available for extra teachers and equipment and training. By not making this extra staffing available the classroom becomes colic, sometimes dangerous and all of the children are not getting their needs met.”

-Linda Kudrna, Learning Ladder

“Higher expectation for formal reading instruction to take place in kindergarten which is not developmentally appropriate for many children. By second grade many children show “burn out” with learning to read small books that look a lot like the ones we may have begun with in kindergarten but with more words.”

-Sara Trempe, Stevens Point

“I feel it has forced us to start skills at earlier years, such as alphabet, some skills that used to be taught in kindergarten are being stressed in the 4K program.”

-Kathy Mathist, Neillsville

“I am having trouble with NCLB due to the fact that I work with Special Needs 3-5 year-olds. There are a few of my students who will never talk or function above the developmental age of a few months to one year of age. How then can they be proficient or above average in reading (English), math, social studies, science, etc. This is an unreasonable expectation. This is a child condition and no matter how wonderful the teacher is...this child will never “be successful” according to the law. This doesn’t (shouldn’t) reflect the educator’s ability to teach. Why then should the teacher, the school be penalized because the child did not meet expectations?”

-Sheila Noordzy, Neillsville

"NCLB is encouraging conversations between gen. ed. and SPED to increase the use of instruction interventions rather than viewing a child as in need of special education. I recognize the need for data to drive instruction and to use assessment and progress mentoring as a means to match instruction/intervention to the needs of the individual student. NCLB has emphasized the importance of early intervention, especially related to literacy and behavior (emphasis on Big Five in early literacy and teaching social-emotional domains) in an effort to reach all learners. It also places the focus on outcomes to drive programs."

"The pressure of required testing has been pushed down, even to EC and K level. It has forced us to "teach to the test" and thus takes away from appropriate practice in EC."

-Janine Wolfe, Edgar Elem., Marathon County SPED

"NCLB has impacted the way I view my students. In previous years I seemed to view my class as a whole. What I felt should work for one, should work for all. Not! In more recent years I now know I am viewing my class as individuals. For all students, I need to have a plan that meets each of their needs individually. My view is no longer a class as a whole...but now as a class of unique individuals all with their own needs and wants-all of whom want to be successful."

-Kristin Bornbach, Edgar

"As an SLP, this does not affect me as directly as it does those teaching more academic areas. The whole atmosphere of teaching has changed. Everyone is worried and nervous-kids are anxious. Everyone is pushing skills to younger and younger kids. Kindergarten has always been academic (pencil and paper) but now its worse. Kids are being sent back to 4-year-old programs, parents are being convinced by some kindergarten teachers that their child is not ready or that they are immature!! They are pushing a structured reading program for 4K! This goes on between first and K, first and second, etc. Accusations that nobody is teaching what is necessary for their particular grade level. More time is "wasted" on testing and preparing to test. The worst is the failure of students to make the grade-a lot of attention is on K-1."

-Susan Prussing, Arcadia

"Our pre-K classes are feeling the pressures from the 5K teachers. They expect our 4-year-olds to come into their classes walking in a straight line, printing their name, knowing upper and lower case letters, counting, etc. What happened to play=learning? i.e. experiences, creativity, imaginations discovery, paint dripping on the floor, milk spilling?? We are struggling and I am very frustrated! Age Appropriate Development!"

-Linda Longmore, Arcadia

"Parents hear this on the news and are concerned that their children are not doing more-feeling like their 2-year-old should be reading, writing, doing math."

-Anita Leis, Jackson County 0-3

"Stress is coming down the pipe! More pressure is being placed on each grade level from the grade above. First grade is expecting us (kindergarten) to start to teach some first grade material so that its not so "new" to them when they enter grade 1.

Yikes! I am frustrated, the kids are frustrated and I'm second guessing why I am in this profession. I want to teach my 5-year-olds the way that I know is right with out the constant pressure of unrealistic goals that are not developmentally appropriate.

-Jen Pape, Arcadia

"More classroom stress"

"The academics that are being pushed at the upper grade levels have trickled down to kindergarten and are now being pushed to our 4K program. Children are not being allowed to be "kids" and are being forced to grow up too soon. Kids need to play!! Our school is researching a formal 4K reading program. I have a hard time dealing with all of this."

-Shelly Passehl, Arcadia

"NCLB pushes expectations that are not age-appropriate. Too much testing and teaching to the test."

"We are working on transitioning children into kindergarten; we are finding the kindergarten teachers are uncomfortable with all the expectations to master academics. Head Start outcomes have become more academic. This is hard on me teaching children with delays. More activities are academic based. I find myself struggling to do more knowledge based activities-simple language based-building foundation skills."

-Cathie Slenczka, Blair-Taylor

"I feel that skills are getting trickled down more and more to the lower levels. I feel that at the 4K level, we are expected to do more of the kindergarten level activities because they are way too academic to meet the standards. Where do we draw the line?? We are trying to keep our program developmentally appropriate, but are told to do more at 4K to prepare them for kindergarten."

-Kim Nehring, CESA 4

"More paperwork, more regulations"

"Makes me feel more pressured to "cram" information into children to meet curriculum standards which seem to focus only on cognitive skills. The children I am with need social skills in order not to be left behind. We are losing children in the program due to other funding constraints-children are left behind because their parents can't get funding to subsidize child care while that are going to school so the child is dumped on grandma with no mental stimulation for the day or parent drops out of school and the cycle of poverty is continued."

-Debbie Robie, Children's House Montessori School

"I teach 5K for Milwaukee Public schools. We have an all day 4K program so the curriculum has been consistently pushed down over the years. Kindergarteners are expected to do an extreme amount of assessments and the term "Developmentally Appropriate" has been called an excuse. Students in my class "can" achieve at higher levels so we push them to do so, however the imagination and creativity of those students is lacking."

"It was unfunded! Mandatory testing of Head Start 4-year-olds is ridiculous. Social/emotional development needs to be stressed more than NCLB thinks! Family support should be funded!! My center's at-risk families are getting farther behind. Less of their education and job training is funded now. They receive fewer subsidies for child care. Now my center does not get 2 week notice funding when a child drops.

-Julie Harnisch, ECASD, Children's House Montessori

"I teach early childhood education at Madison Area Technical College. I've had to do a lot of educating about what the NCLB policy is and how its effecting how early childhood programs are teaching young children. Specifically, we teach DAP and our students in their practicums are saying why if DAP is the best way to be are some teachers drilling "academic skills"? Our answer? Those teachers are teaching to the test."

-Karen Natoli, Madison Area Tech College

"In an infant/toddler classroom I can't say that NCLB has really impacted my teaching. That being said, I have to ask "how has NCLB not impacted my teaching?" Whether the impact is good or bad there just isn't enough focus on birth to 3 programs. Perhaps if the government spent more time and energy on 0-3 programs they would start to see the results that they want in later grades. As early childhood professionals we all know that you need to create a strong base in order to later support the structure."

-Heather Darnell, Waisman EC program

"No child left untested. Product is process. Knowing that the children I teach will be influenced in many ways. Anxiety for teachers, parents and child. Teach to test."

"There is more pressure toward teachers."

-Amy Peabody, Hudson

"Expectations for children have increased in elementary and kindergarten, therefore early childhood children going into kindergarten have higher expectations. More is expected from the early childhood teachers in preparing EC students."

"Because NCLB has seemed to force Elem. Educ. Teachers to "teach to the test" and to be "on guard" to accountability and funding for the district, the need for them to be academically based is stronger. In this push there seems to be a discrepancy between DAP for 3-5 year-olds, versus what kindergarten teachers "expect" children to have coming into their programs. This causes a trickle down effect to EC teachers and their want to help our children succeed in kindergarten. (For example: children should NOT be expected to know their letters before K. However, if they know some letters it helps them with kindergarten.)"

-Pam Morrison, Hudson

"In a nutshell, the trickle-down effect of higher expectations, due to testing and test scores, has very negatively impacted our ability to emphasize and support developmentally appropriate practices at the preschool level. Mixed messages are being received by childcare providers, preschool teachers and parents on "what kids need to know" as they enter kindergarten. Kids aren't allowed to be kids anymore-

preschoolers are expected to be kindergarteners, kindergarteners are expected to be first graders, etc.”

-Sally Drenoske, Sun Prairie

“As the owner of an EC center I feel pressures of and from parents to teach younger and younger children more and more. Parents are worried their child will in fact be left behind if they do not enter school at the top of their class. I feel the joy I once found in EC slipping away in the wake of the drill and kill philosophies of many schools that are fighting to stay alive. Teachers must have the freedom to reach each individual where they are, and then they can expand from there. Thanks.”

-Andrea Dollack, Sun Prairie

“I am an administrator. I made sure we became involved with EC, HS and 0-3 programs. We also have the Lion’s Club come in once a year for eye screening checks for our three-year-olds and up. Made sure all children were up to date with immunization records. Have lots of resources at center for parents and teachers to use.”

-Sharlot Bogart, Sun Prairie

“NCLB has impacted my teaching greatly. I provide a family childcare and feel that parents are actually expecting me to teach younger children more. They want their children to be smarter than the other children their age. They want me to perform more formal schooling, which is inappropriate for toddlers. Parents are worried that their child won’t learn what they are expected to learn if they don’t know a lot before starting school. Children shouldn’t automatically pass a grade so parents worry about that.”

-Shanna White, Sun Prairie Family Daycare Network

“NCLB and its mandates for state and local education has had a trickle down effect on our district. Although most of these mandates are targeted at third grade, we have seen a push to prepare kids at an earlier age. As for my own teaching I have felt pressure to abandon my EC/child development knowledge in favor of a more rigid curriculum that is seen as more academic. Being a huge supporter of play-based developmentally appropriate curriculum I have continued to fight the fight but often feel I am losing the battle. As a director, I see staff using more academic activities, which are inappropriate for the ages and stages of children in our care and then using NCLB for the reason. The parents of our children feel it has caused a shift in curriculum-moving the first grade curriculum to K, etc. The children that I teach are being hurried through this critical stage and expected to be at a level that most cannot achieve because they are not developmentally ready for it. Although we do no “drill and kill” at our school I do know that in the home these children are using flashcards, worksheets and computer programs to “help them learn”. I have also seen families choosing to hold their child out of kindergarten an extra year hoping they will then be at the top of their class.”

-Barb Mulhern, Sun Prairie Nursery School

“I feel like there is more pressure for children to learn and drill concepts into their heads. Parents and teachers all feel that the pressure is so great that there is no time for play in children’s lives. I want the children to have time to enjoy what they want to do and sometimes think that it might not be accepted. Let children be

children and have fun while they are learning. Teachers are getting stressed out for all the areas they need to cover and pretty soon, if not already, we will have a stressed and crazy world!"

-Emily Lamberty, Sun Prairie

"I'm not sure it has impacted me as a 0-3 teacher but it has made me more concerned about the education my son will be receiving as he enters kindergarten."

-Lisa Eddy, Coulee Children's Center

"I think that the program had a good intent but fell way below expectations."

-Terry Knothe-Cash, Coulee Children's Center

"A negative impact. I am now testing preschoolers in beginning sounds and rhyming. I have also been told that I am no longer a highly qualified teacher if I work with K and an EC-SE teacher even though I was qualified in the past."

-Kathy Huber, Monona Grove

"I think it is a good idea but hard to find and catch every child. Our 3, 4, 5 year-old teachers do assignments on their children. There are 3 teachers in both rooms and they still say it is hard to find and see everything that you need to be looking for."

-Connie Bill, Learn and Play Daycare and Preschool

"We (as a program) do assessments in our preschool area to ensure that no child is left behind but even still with three teachers in our classrooms it's hard to catch everything."

-Cindy McCormick, Learn and Play Daycare

"It has upped the anxiety level of parents and influenced their thinking about what children should be learning and when (ever younger)."

"I teach tech school-so the main impact of this is that I urge students to teach at the preschool level where hands-on activities and play-based learning are considered "okay". I feel sorry for the K teachers who are asked to suddenly jettison active learning so they can add the "drill and kill"-more seatwork, work worksheets."

-Julia Lorenz, CVTC, Eau Claire

"The extra forms and useless documentation are taking too much time. ECSE students are being scrutinized-not specifically in my district-my peers are struggling with all the adaptation "stuff" required."

-Cathy Jones, Stevens Point

"More focus on accountability. More pressure to spend time on academics at the EC level."

"NCLB focuses so much on the outcomes that the passion and creativity of teaching and learning is getting sucked out of education. So much pressure to produce specific outcomes is creating undue stress on teachers and children."

-Loralie Wallerius, Chippewa Valley Tech College

"Canned curriculums (Basals) for math and reading/language arts. More pressure to move students A to Z. More breadth, less depth. Quick not quality. For the students it results in less play and choices. Also, less socializing, creativity, problem solving and motivation."

-Tammy Gilchrist, Tomah

"Mandatory testing and standards has created an atmosphere of stress and hurried curriculum. First grade teachers tell us (K and 4K teachers) that we need to do more. First graders don't know enough-in their opinion-so we need to teach more vocabulary, more writing, more math. Our children are moving in the direction of learning in more academic oriented/standards based programs at the expense of what is developmentally appropriate. I refuse to teach children in a way they are not ready."

-Kristin Berra, De Soto

"I am a reading teacher for K and first grade. I see more testing in the name of "accountability", more stress on teachers and kids, more rote learning and inappropriate grade-level expectations."

-Deborah Alyons-Zabor, Monona Grove

"NCLB impacted my teaching because the "standards" are now "God-like" and the curriculum is being pushed down lower and lower. They now want K to be able to blend over a 100 words before they reach first grade. How insane is that!"

-Kathy Pishaw, De Soto

"NCLB has put more pressure on us as teachers to do more in K and force skills down in K that are more appropriate for first grade."

-Dorothy Stakke, De Soto

"As Kathy Hirsch-Pasek says, "NCLB is a good idea with bad execution." There are few assessments that measure whether children are learning effectively. We are focusing too much on outcomes."

-Betsy McDougall Gibbs, ECASD

"The focus of my teaching is changing from the social aspects to academics. I am now teaching in pre-K with I used to teach in K. I teach in a school with high poverty. The children need the basic experiences but due to pressure for academics and getting them ready for the "tests" in future years I feel the children are getting splinter skills. Programs are becoming more structured."

-Althea Stanley, Sparta

"We were introduced to outcome studies by our resource person and I recall commenting that this is no different than testing K kids through 12th graders on their grade standards. We know the trouble that this has gotten us into. We need to take Kathy's challenge and become activists. We need to have the guts to sometimes say-I'm not going to do that because its not good for kids."

-Mary Bust, 0-3 Langlade County

"As a former teacher, I felt restricted because content, not strategy, was wanted by the district. Curriculums were aligned, studies were done, etc. I attempted to teach in a way that highlighted experiential learning and investigation. However, it is then difficult to cover the number of topics on my curricular "list". As a daycare provider/mother, NCLB has not impacted my approach to teaching and learning. The first sentence of my daycare policy states, "Children learn through playtime activities". The educational, social, physical, etc. development of children happens through active play that is both structured and unstructured. NCLB never crosses my mind during the day."

-Paula Becker, former 4-12 math teacher, Family Childcare

"I have seen teachers change their focus from more of a play based to implementing practices that are not appropriate for young children: worksheets, flashcards. Thinking that poor children don't know what they need to know for K so a lot of "drill and kill" and less focus on social and emotional development."

"The pressure of testing and the scores in the schools have trickled down to put pressure on kids being ready for K. Seems no one knows or understands developmental learning. Schools/administrators, are mandating in-services that will bring scores up. Other areas are being cut, such as Adaptive PE for kids. They do not understand the correlation between movement and spatial awareness, co-ordination, etc. and learning."

-Julie Smith, Peshtigo

"It has forced our curriculum to change-for the worse in that we have lost the child and have tried to create mini-adults! Its caused us to "teach" material that they physically, mentally, and emotionally are not ready for!!! Its hurting the child more than anything."

-Kim Rusch, Renewal Unlimited, FRC

"We are only now just beginning to feel the "ripple" effect of how NCLB has affected the elementary school classrooms and that influence reaching down to pre-school. Accountability, by itself not the enemy, is now given a very negative connotation as success for all is narrowly defined as passing a test. Those with no knowledge of child development are trying to dictate how we approach teaching (outcome based vs. processes) and assessing progress. We have held our ground so far locally, but what might be on the horizon is not going to be good for kids."

-Jan Donner, Rhinelander

"This act is such a disappointment. I believe it puts pressure on everyone who believes in whole child development. That is what it does to me. How it impacts all children at the EC level is the pressure parents and taxpayers feel for overachievement. They believe numbers in achievement tests predicts success too since the president promotes this it must be right. Wrong! My fear is that NCLB will filter down to achievement numbers that will be expected in ED programs. A nightmare to measure what is important. And for bureaucrats telling us what is important. An even bigger nightmare!"

-Jennifer Hopkins, Mukwonago

"Because each of the "older" grades are now more stressed about testing, they sometimes try to push-"aren't you teaching more____?" Since ours is hands on learning, they would like more paper pushed but our philosophy is active learning not test taking skills, etc."

-Paula Carlson, Turtle Lake

"I often feel like I cannot teach a child where he/she is at, but need to prepare the child for the next grade level."

-Caron Paulson, Turtle Lake/Clayton

"I have children from different cultures/countries in my school. I try to include each of them regardless their race/country/challenging behaviors. I also try to be fair to parents and try to understand them since I'm a person who uses English as my second language."

-Derya Gole, Eagle's Wing-UW Madison

"It has made the school start to look at accountability in new ways: not the process piece. This part needs to be developed."

-Jill Riley, UW-Madison

"I feel like we need to fight more to do what we know is right for the children in our class. I have been able to teach the way I feel is best but I need to be prepared to have research that backs up what I am doing."

-Amy Adam, Westby

"As a K teacher I feel very stressed to teach my students a lot of first grade skills. I am pressured to use reading and math series that are not developmentally appropriate. My priority for my students is to love coming to school and having fun learning to be respectful students."

-Rachel Huntzicker, Westby

"Definitely required to do more testing in first grade-not a lot of time for the fun (play) activities-more focus on reading/math required to teach from a "series".

-Lisa M. Vatland, Westby

"Adds to the fear that someone not familiar/knowledgeable with how children develop will try to impose inappropriate teaching methods. I hear from providers that parents are becoming less concerned with appropriate activities for children and want to know how much time is spent practicing hand writing and with flashcards.

J. Bissen, MN/WWTC

"It hasn't directly-but has in regards to the work we do collaboratively with 4K and EC: EEN and the pressures they feel."

-D. Jost, Dane County Parent Council

"The importance of test scores in the elementary grades has often been part of the driving force behind universal preschool (4K). Many districts/teachers believe if we can start drilling children at 4 years old, they'll do better in K and so on. The importance of social skills and teaching the whole child has been diminished. Structured time is often more valued than play. Although most districts/teachers

agree 4K should be developmentally appropriate, the definition varies greatly. As a Head Start employee/advocate, I worry that we will soon be getting 3 year-olds "ready" for 4K (and I have already heard this from parents). When 4K and Head Start collaborate I can often tell visually-just the way the environment changes. From classrooms that had large block and dramatic play areas for example-I see smaller learning centers and more focus on large group areas."

-Kathy Schouten, CAP Services, Head Start

"I am in 0-3. I have not felt the affect of it in my work life."

-Lisa Severson, REACH B-3 Parent Child Program

"NCLB doesn't affect my classroom as much as others because I have 2 year-olds in daycare. We do put more emphasis on reading and our preschool program does evaluations and more K readiness."

-Rebecca Denttaring, Away to Learn

"We have been required to implement DI-Lang. for learning in our 4-year-old program. Preschool and K-1 students are being pulled from socialization opportunities (lunch, recess) to receive "intervention" for academic (reading) areas."

"I teach 0-3 early Head Start so NCLB doesn't directly impact our classroom. I am a new teacher under PI-34 though I am in need of a mentor and PDP team to continue my license. I am stressed out by this professional Plan team because nobody seems to know anything concrete and consistent about it!"

-Katie Steffes, CESA #11

"NRS testing takes up time that could be used in the classroom."

-Cheri Jacobson, CESA 11, Head Start

"The state numbering system has made it difficult to begin services in the school setting (ECSE) for children with disabilities before they turn 3 yrs. (As some of our B-3 transition plans have done in the past)"

-Stephanie Redwine, Menomonie

"NCLB is pressuring administrators to pressure teachers who are pressuring students to lower what is really effective in raising success in school play and engagement. Boring repetition without meaning."

"It has made me feel more limited in how I can teach. It has made teaching more stressful and makes me question my abilities more. The students I have are just starting school but I think it limits the way they learn. It stops their creativity and it will become a big stress for them in the future (not limited to the 4, 8, and 10 testing but a big part of it.)"

-Kathy Johnson, N.O.W.

"Expectations keep escalating in K. Inappropriate."

"It hasn't impacted my teaching in B-3."

-Natalie Hazen, Dunn County

“Too much pressure on our poor K teachers who believe that there is no more room for play in the K classroom. If play = learning then there is no more room for learning?!?! This is a crime!”

-Sally Schmidt, Merrill

“As a program, we have developed curriculum maps based on the WI state standards and in doing so developed a closer relationship with other district staff K-12. We are more accountable for both curriculum and assessment and more focused on how our teaching impacts test scores. My concerns are the increased stress levels of staff and parents to perform. At times I reflect on the day and fear I’m forgetting to “play” and focusing on content.

-Joan Tabor, Merrill